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ABSTRACT

The practicum was designed to train 45 elementary teachers of gifted children to teach basic Spanish through provision of an instructional guide and consultation. An introductory section reviews the literature and cites benefits of foreign language learning. Data on student performance and teacher perceptions are detailed. Among findings are that over 50% of the teachers who used the instructional guide reported increases in such skills as understanding of conversational Spanish, enriching the curriculum by incorporating Spanish activities, and using common Spanish expressions for classroom situations. Among eight appendixes are sample letters to teachers, teachers evaluation form rating scale, and the instructional guide. (CL)

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AN INSTRUCTIONAL GUIDE FOR TEACHERS OF GIFTED CHILDREN WITH EMPHASIS ON THE TEACHING OF S.P.A.N.I.S.H. K - 6

Practicum III Submitted to the Faculty of the
Early Childhood Education Program
in Candidacy for the Degree of
DOCTOR OF EDUCATION

by

Dierdre Satterwhite

Nova University
Cluster III

Dated: January, 1980

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Childhood is the ideal period of acquiring a native or near-native pronunication. Medical evidence, experimentation, and objective observation have proven conclusively that children learn foreign languages more quickly and more accurately (at least as far as pronunication is concerned) than adolescents or adults because of the flexibility of their speech organs, their lack of inhibitions that are typical of older children. To children a new way of expressing themselves, particularly if it is associated with a normal class activity presents no problem. (Finocchiaro, 1964)

Goethe said with truth that:

"he who knows no foreign
language does not truly
know his own."

Frederick, 1974

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LIST OF ABBREVIATIONS

English for Speakers of Other Languages (ESOL)

Educational Resources Information Center (E.R.I.C.)

Foreign Languages in the Elementary School (FLES)

Individualizing Spanish for Speakers of English (ISSE)

National Defense Education Act (NDEA)

Specific Planned Activities in a New Spanish Handbook (S.P.A.N.I.S.H.)

U.S. Office of Education (USOE)

ABSTRACT

The problems to be addressed in this practicum are: (a) the inadequate instruction in Spanish for there is no instructional program for gifted children K-6 for use; and (b) the failure of the teacher to have challenging activities in Spanish on hand to offer as a supplemental learning experience. The objectives of the practicum were: (a) to train elementary teachers of gifted children to instruct basic Spanish by contributing to a stable, coherent program of Spanish language instruction, (b) to provide elementary teachers of the gifted with an instructional guide and consultation services; and (c) to provide gifted children K-6 with instructions in Spanish. Data results revealed that teachers of gifted children in Broward County were able to instruct basic Spanish using An Instructional Guide for Teachers of Gifted Children with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6. (Eight appendices are used which include letters, pre-post questionnaires, rating scale, the Instructional Guide, and the materials relevant to the Practicum.)

CHAPTER I: INTRODUCTION

For the past five years, the writer has been employed by the School Board of Broward County as an English-language arts and gifted teacher. The writer has served as English-language arts Department Chairperson. An additional responsibility included working as a parttime instructor in the Broward County Adult Education Program teaching English for Speakers of Other Languages (known as ESOL) basic communication skills.

Any one or several program prototypes are utilized in Broward County Public Schools as patterns of organization which set the scene for the learning environment that best meets the needs of the gifted. The program prototypes appropriate for gifted children as perceived by the County are Intra-Classroom Prototype, Extra-Classroom Prototype, Resource Class, Seminars, and also Community Resources. A brief overview of the organizational patterns of these program prototypes clearly explains the gifted programs provided in Broward County.

Intra-Classroom Prototypes

1. Mainstreaming* provides differential programming for the gifted within the confines of the regular classroom. The teacher is totally responsible for its operation.

---

* The use of this prototype is currently unacceptable by the State as eligible for weighted funding. Some elementary schools still use this organizational pattern.

2. Special Regular Class is used at the sixth grade, middle, and high school levels for the purpose of by-passing scheduling problems; students are placed into a regularly scheduled class that may be substituted for one of the required basic courses (English, history, etc.). To effectively implement this prototype, the curriculum must differ from that offered to regular students.

Extra-Intra-Classroom Prototypes

These types of programs function outside the boundaries of the regular classroom. They are the learning opportunities which exist as a supplemented unit to the regular classroom program. These prototypes allow for matching specific teacher abilities and talents with the type of program (Kaplan, 1974).

Resource Class

Resource Class Program is an extension of the regular classroom. It provides a chance for gifted children to interact with other gifted children with varying abilities. The advantage of this learning center approach is its accessibility to students working in it for the length of time appropriate to their learning needs. The students work together or independently through either "contracting" with the teacher or on interests of their own choosing.

Seminars*

This forum-type setting brings groups of gifted students together for activities such as discussing independent projects and gaining additional information from a resource person who has been selected by the source person who has been selected by the group based on consensus of interest.

According to Kaplan (1974), seminars provide opportunities for intensive and critical evaluation of significant ideas in a variety of areas. Within the constructs of this approach, the children can gain an understanding of a specific content area in relation to other disciplines, through the guidance of a discussion leader.

Community Resources

The schools and community population make use of a resource bank. These program prototypes include:

1. Shadowing: Individual field experiences are scheduled for the purpose of exploring a particular career area.

2. Mentors: Individual children are given an opportunity to work with an assigned adult or older student on a regular basis matching identified student needs in an area of study with an older person having expertise in that study

---

*Colorado Dept. of Education Materials. Developed by Jerry Villars, State Coordinator, Gifted and Talented Student Programs.

area. It is suitable for involving community members with special skills of interest to offer the school.

The different program prototypes discussed prior were used to provide an individualized educational program which would challenge the children.

In an amalgamated approach to education of the gifted child, approximately 45 gifted classes in 7 out of 100 schools (94 elementary, 6 middle) were making an attempt to teach a second language, namely Spanish. Because of the recent influx of Spanish-speaking people from Cuba, South America, Mexico, and Puerto Rico, as well as the effect this large population has had on socioeconomic factors in the community, it was necessary to greatly increase the number of gifted children who could be instructed effectively in Spanish. However, because of the limited number of qualified teachers (i.e., resource persons, language specialists in Spanish), it was also necessary to provide teachers of the gifted with a viable Instructional Guide emphasizing Spanish teaching in the primary and intermediate grades.

CHAPTER II: STUDY OF THE PROBLEM

Broward County's Gifted Philosophy

> Gifted children are endowed with great intellectual and creative potential characteristics highly valued by society. The society thus bears the responsibility of preparing these potential leaders for a continually changing world, where facts become obsolete before they are printed.
>
> In order that the gifted may become self-actualized, contributing members of society, skills of learning how to think, feel, adapt, and change must be acquired.
>
> Gifted programs should reflect this philosophy by developing individualized and differential programming that provides for the intellectual, emotional, physical, and social needs of its gifted

In a position statement, The State Steering Committee for Gifted recently recognized the following definition adapted from Public Law 93-380 U.S. Office of Education:

> Gifted children are those identified as
>
> 1. possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, academic, or leadership ability or in the performing and visual arts; and
>
> 2. needing differentiated education or services beyond those being provided by the regular school system to the average student in order to realize these potentials.

The Broward County Program Guide in Gifted Education K-12 is provided for all teachers of the gifted.

> One of the greatest challenges facing gifted education has been to provide curricular experiences to gifted children that would enrich their school program by opening up new opportunities of intellectual ability and widening their horizons for learning.

A problem in effecting the mainstreaming program for gifted children in elementary schools has been determining how the teacher can provide a prescribed, enriched program without neglecting the needs of other children in the class. Furthermore, planning and preparing materials required for this special education program is time-consuming.

Since a large percentage of the patronage in the Southeast region of Florida is Spanish, it is proposed that modern diplomatic, commercial, and cultural life can be enriched by language learning. This cultural relationship with Spanish-speaking people would necessitate that Spanish be given a place in the elementary curriculum.

In terms of the ideal state, a recent informal discussion with several principals and teachers in Broward County public schools clearly indicated that instruction in a foreign language would be advantageous for the following reasons:

1. Gifted children would deal with abstractions that language study involves.

2. Gifted children would cover the regular program in about half the usual time and would have time to investigate other fields of knowledge.

3. Gifted children would begin to know their own language better if they were taught another language.

Nevertheless, at the elementary level, foreign language teachers have not been provided. So, there has been no one to teach languages.

4. New and varied content demanding more thought would be best suited for gifted children. Therefore, new materials should be presented to teachers to be used in their classrooms on other subjects.

Some Broward County schools at the elementary level have introduced Spanish to gifted children. The gifted children learned Spanish from a "resource person." Usually this resource person was an interested parent who had no County guidelines or syllabi from which to design his or her lessons. Occasionally, teachers of gifted children taught Spanish if they had a command of the language. This rarely occurred, however.

The following shortcoming of this solution appeared to introduce a very definite problem that needed to be addressed in the Broward County Gifted Program at the elementary level:

1. There was a shortage of resource people. Even though the "resource bank" provided a list of names of people with specific skills, there were not enough dependable people available who would volunteer their services.

2. Gifted teachers who were without resource persons and had no expertise in Spanish, had no means of teaching Spanish.

3. Gifted teachers did not follow up due to lack of planned materials and interest, or no desire, and because of feared inadequacies.

Specifically, it appeared that only four teachers of gifted children had an opportunity to use a resource person to teach Spanish, while three other teachers of gifted children had actually taught Spanish. Although Broward County schools had somewhat attacked the problem of introducing Spanish, they only partially met the needs of the gifted children.

The following table provides an available listing of the grade levels, number of classes, and of all the gifted children exposed to Spanish during the writing of Proposal III.

Grade Level (s)	Number of Classes	Number of Gifted Children Being Exposed to Spanish
K - 5	2	15
1 - 5	1	50
1 - 4	1	38
2 - 5	1	18
3 - 5	1	5
6	1	5
	7	131 Total

A total of 131 gifted children are listed in the table.

Therefore, the problems were:

1. the inadequate instruction in Spanish for there is no instructional program for gifted children in the primary or intermediate grades for use with this age group in Broward County; and,

2. the failure of the teacher to have challenging activities in Spanish on hand to offer as a supplemental learning experience.

Several causes of the problem are stated below to clarify why many elementary schools found it difficult to offer Spanish to gifted children:

Teacher Shortage

Many schools have found it impossible to staff a foreign language program with bilingual teachers and regular classroom teachers who have little or no foreign language training.

Battle of the Budget

No financial support of the School Board has given impetus to the teaching of Spanish or another foreign language to this age group (Principal's Interview 5/79).

Resource's Teaching Interval

Since young children have a short attention span, the time allotted for teaching Spanish has been in question by resource persons and the few teachers of gifted children.

Incontinuity of Study

There has been a problem of how to organize Spanish classes for pupils when going on to 6th, 7th, 8th, and 9th grades.

Time Element

Spanish has been viewed with contempt by some administrators. They feel the teacher of any foreign language is time-consuming (North Central Area Principal 6/79).

Lack of Teacher Preparation

The success of any program depends on the teaching. Most elementary teachers have been unable to specialize in a subject matter field in elementary education because colleges and universities have been unable to add foreign language study to an already crowded curriculum in elementary education.

Lack of Articulation
Between Levels

Varied levels (elementary, middle or junior, and senior high) operate independently, seriously handicapping language learning. The lack of a planned, articulated sequence in school systems is one of the most serious problems in foreign language education.

Teaching Materials

Teachers have difficulty in selecting interesting materials for the many age-grade levels, and are indecisive about effective techniques for instruction.

Review of the Literature

In reviewing the literature, the following questions were answered in order to help the writer develop a thorough understanding and insight into previous works, the trends that had emerged, and in reaching the specific objectives for this practicum:

1. What did researchers say about the study of foreign languages?

2. Should a foreign language be offered in the early grades?

3. Why should Spanish instruction at the elementary level be offered to gifted children in Broward County?

4. What school(s) already offer foreign language study to gifted children?

5. Should there be extensive programs to teach foreign language skills to children?

6. Should materials be currently available for Spanish instruction in the elementary grades?

7. To what extent do foreign language teaching methods, techniques, and audio-visual aids have on language learning?

The study of languages (Huebener, 1961) is one of the most broadening we can undertake. It enables us to realize that other people feel, think, and act differently from us, and are justified in doing so. The greatest scientist, Thomas Huxley, stated in 1882 that "one of the safest ways of delivering yourself from bondage of words is to know how ideas look in words to which you are not accustomed. Another is that, from the learning of additional languages, you will know your own language better."

Majority sentiment in the existing literature is that a foreign language be offered in the early grades (Allen, Glenn, Otto, 1968). Willard von Maltitz (1975) believes in the value of exposing English-speaking pupils to a second language at an early age. As a general rule, there are marked differences in the ease and speed with which children 6 or 7 years of age, and those of 11 or 12 or later adolescent years, acquire fluency in a new language. For most children, an opportunity to learn a second language in a bilingual kindergarten or first or second grade, or even in bilingual pre-school experience when feasible, is a valuable experience.

In recent years, the following definition set forth by the U.S. Office of Education (USOE) stated that gifted and talented children require differentiated educational pro-

grams and/or services beyond those normally provided by the regular school program in order to realize their potential contribution to self and society (Barbe and Renzulli, 1975). Faced with more critical problems, many school systems have done little to pinpoint the gifted child's needs, especially at the elementary level. However, some programs do exist that offer challenge and opportunity for self-expression (Ramos, 1975).

Self-pacing programs according to Ramos (1975), under the supervision of a teacher at Pine View School in Sarasota, Florida, include math and foreign languages. The foreign languages could be Spanish, French, Russian, or German for gifted children, in primary and intermediate grades, as a one-year exploratory language course. The following year gifted children are allowed to concentrate on one or two languages with as many as three grade levels in a single class, some pursuing each subject individually at their own levels.

A 1977 nationwide study of 150 schools and 11,500 students conducted by the American Institute for Research in Palo Alto, California, found that bilingual programs helped children learn such subjects as math (Times: February 13, 1978). Nevertheless, one of the most difficult tasks for children and adults has been the acquisition of a second language in school (Asher, 1977).

While many school systems in the country have bilingual programs to teach English to children who are exposed to another language, Miami has the most extensive and ambitious program to teach foreign language skills to children whose native tongue is English (Blais, 1979).

"Operation Bilinqual" passed and funded by Dade County School Board, August, 1979, approved a plan that would:

1. provide "immersion" Spanish classes for English-speaking students schools all year round. The classes will be more intensive during the summer;

2. set up after-school Spanish classes for students who want to join;

3. enroll administrators and counselors in Spanish immersion courses, and encourage them to make more pupils affluent in Spanish;

4. hire four specialists to improve programs for teaching Spanish;

5. strengthen the goals and procedures for pupils learning Spanish, and develop a computerized system for following each pupil's progress through Spanish courses (Golden, 1979).

Presently, the Individualizing Spanish for Speakers of English (ISSE) project is one of Florida's ESEA Title IV-C certified programs which is funded and was developed and field-tested in Dade County.

The purpose of ISSE is to facilitate the learning of a) basic Spanish grammar, and b) the language needed to communicate in every day situations. It is intended to be used in large group instruction, small groups, and for individual work (Vega, 1976).

Surveys and studies show that teachers and pupils in some way structure between 80% and 90% of their classroom time around instructional materials. One informed estimate by Roy Barron of the Santa Barbara Unified School District, is that teacher skills and instructional materials are probably equally responsible for learning (Woodbury, 1978).

The ISSE materials, according to Vega (1976), are organized as programmed instruction complemented with tapes. The tapes direct students, step-by-step, in the learning process by explaining the sequence of each unit or lesson, procedures to study them, as well as when and how evaluation takes place. The materials can be compared to a tree with a trunk and eight branches. The Trunk: Essentials of Spanish Grammar I and II provides exercises which combine the grammatical concepts taught with vocabulary selected from the books of the eight branches. Also, cultural materials are presented in Ways and Customs in which the content of this book is related to specific customs as practiced in the lives of Spanish-speaking people, and can be used in conjunction with any textbook of the Spanish language. This book also has pictures and accompanying cassette tapes.

The literature indicated that most Spanish grammar textbooks contain lengthy explanations and lists of rules for the use of one word or the other (DeMello, 1977).

The use of Spanish Picture Drills and Dialogs (McGhee, 1978) appears to fit with any textbook and can be used to supplement learning in the curriculum. While the teaching of the material is usually done by the teacher in the teacher-class repetition drills, most gifted children should be able to master the "drill format" quickly without further teacher direction. In using these materials, two children can work together and get in a great deal of conversation practice, and small cluster groups of 3 to 5 children can prove to be very productive as well.

According to Watt (1978), two popular teaching techniques used in schools are the "direct" method--conversation in the language without translation from English--and self-paced--more traditional programmed instruction using tapes and workbooks. It was important to mention some of these approaches:

1. Language through picture books has been one of the most successful beginning level instruction books.

2. Learn-a-language records offer cassettes and records with phrases spaced so that pupils can repeat them aloud.

3. A well-stocked library with Spanish books, recordings, and tapes is an inexpensive learning center that teachers can use since most schools at the elementary level are unequipped with language laboratories.

The use of television appears to be a powerful educational tool and another way of getting children to actively respond to the television set when they are encouraged to repeat words, asked questions by a character in a skit, or when they are encouraged to sing along with a musical presentation. In the case of "Carrascolendas," a children's program culturally targeted and bilingual in Spanish and English, such activity, as stated above, can heighten the level of attention to, and perception of, the program content. . . Teachers can prepare the children to view a program on television, then have supplementary instructional activities that follow viewing (Williams and Van Wart, 1974).

With young children in mind, the "Carrascolendas" television programs (1974) by Aida Barrera, series' executive producer, have been developed to create segments in which Spanish is used as it is in every day life. . . Spanish is presented as a language that is natural and acceptable. Because televison is a dramatic medium, the staffs rely heavily on dramatic techniques to get their point across. . . They further involve the children in situations dealing with foods, customs, jokes, jingles, sayings, and life styles . . .

An E.R.I.C. search on gifted children's learning of foreign languages and language teaching in elementary schools was needed, since the writer found limited studies on Spanish instruction with gifted children.

In New York State, the 24 brightest fifth and sixth graders from Avon, Caledonia, and New York participated in a project funded by Title IV mini grants. The children were bussed to a central point and permitted to study whatever they wished. Spanish was the first subject selected (EJ196308).

A report, "Modern Foreign Languages and the Academically Talented Student" (ED015702#) discussed a minimal four year, intermediate six year, and ideal ten year program proposed by a 1959 conference as the types of foreign language experience that should be available to the academically talented learner. Because the preadolescent can learn even the most unfamiliar sounds by imitation and practice, according to Starr (1960), an ideal program would commence no later than third grade (affording time to study a second, third, or even fourth language before college). Development of listening and speaking skills should precede reading and writing. Proficiency in these skills must be accompanied by familiarity with the culture the language represents.

Another report cited in the E.R.I.C. files was "Teaching Gifted Students in Foreign Languages in the Grades" (ED082414). Presented was information for teachers, administrators, and consultants concerned with teaching foreign languages to gifted students. Discussed was the value of foreign language study, the psychological basis of language learning, and the identification of language talent. It was advised that the student experience the language to see its potential for cognitive skills, and be given an opportunity to experiment in creative use of the language. Briefly considered were facts and concepts, methodology, psycholinguistic principles, and translation in foreign language teaching. According to Franklin (1973) the development of proficiency is seen to involve practice with sounds and vocabulary,grammar, speaking, reading, and writing. Suggestions for creative activities such as translating American cartoons were offered. Recommended source materials and teaching methods were listed.

Allen (1978) suggested six changes in the teaching of Foreign Languages in the Elementary School (FLES), among them increased attention to cultural understanding (EJ179136).

Representative programs and approaches to foreign language education in the elementary school (grades K-8) were identified and discussed by Adcock (1976). Included was a review of foreign languages in grades 5-8 or 6-8.

A discussion was presented of major curriculum trends of the 1970's, the nature of the elementary and emerging adolescent learner, and the kind of curriculum needed for students at these levels. Current programs and techniques for the gifted, use of television and radio, total immersion, "options-for-learning" concept, and use of paraprofessionals were included. It was clearly stated that few individualized instructional programs were reported at the elementary level. Research on divergent thinking and the long term effects of foreign language study in the elementary school on the development of language skills proved the importance of foreign language programs in the United States, especially in the school grades K-8 (ED158569#).

In summary, studying a foreign language can help individuals know their own language better. It is believed that young English-speaking children should be exposed to a second language as early as kindergarten, first, or second grade.

Because gifted and talented children require differentiated educational programs as well as services beyond those provided by the regular school program, some school systems offer challenge and opportunity for expression.

The use of self-pacing programs at Pine View School with math and several foreign languages introduced through an exploratory language course for gifted children, can allow flexible grouping.

Dade County's "Operation Bilingual" can provide Spanish classes for English-speaking pupils, administrators and counselors, as well as strengthen goals and procedures for learning Spanish. Importantly, the development of a computerized system is under way in order to follow each pupil's progress through Spanish courses and ISSE project.

Instructional materials available for Spanish instruction include programmed instruction with tapes, cultural materials, Spanish picture drills, and dialogues. Children can study in pairs or small groups of three to five when practice drills are used. Therefore, it can be stated that drills are still integral parts of learning a language.

Popular teaching methods and techniques, as well as audio-visual aids, have been in use rather widely for elementary school Spanish, since there are many more aids to learning than ever before such as tape and phonograph recordings, television, films, and a few language laboratories.

Since the write-up of Practicum III, the writer found the additional reports and studies cited in the E.R.I.C. files about the effect of bilingualism and bilingual programs that teach Spanish to children whose native tongue is English. Some studies were also found of middle class English-speaking children who were taught French, Swedish, German, or Hebrew which the writer excluded from the review

because the core language and population was Spanish instruction for the gifted.

According to Mavrogenes (1979), in conclusion, studying a foreign language brings to conscious awareness what was previously understood in one's own language only unconsciously. The Russian child psychologist, L.S. Vygotsky, explained it further:

> A foreign language facilitates mastering the higher forms of the native language. The child learns to see his language as one particular system among many, to view its phenomena under more general categories, and this leads to awareness of his linguistic operations. Goethe said with truth that "he who knows no foreign language does not truly know his own." (Fredericks, 1974)

CHAPTER III: ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

There were three objectives for Practicum III:

Specific Objective One

The specific objective was to train teachers of the gifted to instruct basic Spanish by contributing to a stable, coherent program of foreign language instruction, namely Spanish, for teachers in the primary and intermediate grades.

Objective Two

During the period October through November 1979, at least 45 teachers of gifted children, grades K-6, were provided with an Instructional Guide in Spanish with up to 9 weeks of consultation. At least 50% of the teachers who used the Guide and took advantage of the consultant services changed their behavior in the following ways:

The teachers:

1. Used the Instructional Guide in Spanish with their gifted children.

2. Increased their understanding of conversational Spanish.

3. Used the common expressions for classroom situations.

4. Added Spanish tutoring or language study to their list of differential programs for gifted children.

5. Understood the Spanish language through the instructions given.

6. Enriched the curriculum by incorporating a variety of activities in Spanish.

7. Increased knowledge of effective methods and technqiues of language teaching.

8. Provided a pleasant and enjoyable experience for gifted children.

9. Made Spanish a more integral part of the gifted program.

10. Recommended that other teachers of gifted use the Guide.

11. Allowed the gifted children enough time to study all Spanish lessons included in the instructional Guide.

12. Showed an interest in the Spanish language.

These objectives were measured by a pre-posttest instrument.

Objective Three

During the period October through November 1979, at least 300 gifted children, grades K-6 were provided with instructions in Spanish. As a result of participation, at least fifty percent of the gifted children who studied Spanish:

1. Understood orally very simple Spanish on familiar topics.

2. Remained on task for a minimum of 15 minutes.

3. Appeared interested in learning the Spanish language.

4. Mastered language drills of the Spanish alphabet, days of the week, months of the year, and the numbers.

5. Increased reading and writing skills in Spanish within an easy vocabulary range.

These objectives were measured by the teacher through use of a rating scale.

Evaluation Instruments

Changes in behavior were measured by using a pre-posttest instrument designed specifically for measuring teacher behavior that was being examined in this Practicum, (Appendix B and Appendix C).

A rating scale was also developed to evaluate the teachers' perception of the gifted children's participation during the foreign language instruction (Appendix D).

Data Analysis

Some teachers' responses to the questionnaire were content analyzed. Data results from the rating scale were presented with average scores converted to percentages.

CHAPTER IV: SOLUTION STRATEGY

Foreign language research and study projects supported by National Defense Education Act (NDEA) funds authorized by United States Office of Education have dealt with effective teaching methods and materials. Modern Language Association and USOE have compiled several lists of teaching materials for language teachers in the elementary and secondary schools. Some reports have discussed the foreign language curriculum beyond the basic text (Oliva, 1969) which leaves a world of latitude for differing methods and materials.

According to Allen, Glenn, Otto (1968), many of the language materials for foreign language classes have poor and inadequate visuals, as well as no specific method of teaching which makes it imperative for teachers to supplement the textbook versions with other activities.

The literature pointed out that staffing the elementary foreign language program has been a serious problem. The three kinds of teachers working with varying degrees of success have been (a) the language specialists who goes from grade to grade or school to school, (b) regular classroom teachers who have some background in the foreign language, and (c) regular classroom teachers who have had no background in the foreign language, but attempt to muddle through. According to Oliva (1969), not all elementary teachers in

the past have had sufficient interest or language aptitude to teach a foreign language. Secondly, the most practical solution to staffing the foreign language in the elementary school program (known as FLES) is the employment of a language specialist who moves from grade to grade often known as "resource person." They do the actual teaching while the classroom teacher assists the specialist with the mechanics of the program. The writer must admit that Broward County is not employing the resource persons who are now introducing Spanish in some elementary schools.

Oliva (1969) further stated that the content of instruction should include songs, dances, games, and simple expressions taught exclusively in oral form. The teacher should be concentrating on general educational values of the language and recreational aspects of the language. The children should listen, imitate, and repeat oral material. They should learn to engage in simple conversation and learn through oral imitation and repetition. Freehill (1961) also indicated that the learning approach has been one of singing, conversation, and dramatic experience first, with formal grammar and vocabulary drill deferred. This type of experience seems more enjoyable and is, at the same time, more positive and functional since language is learned in conjunction with "the broadening of horizons and cultural interests."

In the literature, Oliva (1969) further revealed that out of all the weaknesses of foreign language programs, excessive dependence upon a single grammar textbook was the most common. Because a single textbook cannot provide an adequate program of language instruction for the teacher who knows very little about teaching Spanish, the writer believed that designing an instructional guide for elementary teachers of gifted (who had little or no experience with teaching a second language) would enable the teachers to supplement the textbook versions as well as utilize an "eclectic" method of teaching Spanish that would surely feel comfortable with and, therefore, yield satisfactory results. The writer was in agreement with the statement that "varying methods used by teachers should yield satisfactory results."

The writer's Instructional Guide for Teachers of Gifted Children with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6 proved to be an excellent Guide for teachers who did not have a command of the language or a resource person because it required (a) no training, (b) no extra personnel, (c) no extra expenditures, and (d) no extra facilities. This Guide should help any elementary teacher interested in expanding his or her curriculum beyond the basic text.

The solution included the following procedures. The writer:

1. Reviewed Broward County's Pupil Progression Plan Minimum Basic Skills Checklist, K-6, as a basis for writing the Guide.

2. Wrote to Broward County Exceptional Education Program Supervisor to request permission for gifted teachers to examine the Instructional Guide.

3. Wrote a nine-week Instructional Guide for teachers of the gifted with specific emphasis on teaching Spanish to gifted children (Appendix H).

4. Wrote a letter for 94 elementary schools and 6 middle schools in Broward County Public Schools to explain the Instructional Guide (free of charge), (Appendix A).

5. Sent letter and pretest instrument to all teachers of the gifted in the elementary schools (Appendix B).

6. Sent a copy of the Instructional Guide to teachers who requested to use it to instruct basic Spanish to gifted children.

7. Provided consultation services for any teacher wanting assistance or additional free materials.

8. Sent the Posttest questionnaire and a rating scale to all participating teachers at the end of the eighth week (Appendix C).

9. Sent a second letter to the 45 schools in Broward County who offered to participate in the evaluation (Appendix A).

10. Compiled results from the pre-posttest instrument and rating scale.

11. Set up the contingency tables, charts, and gifted profiles.

During the implementation phase, the writer:

1. Concentrated on copyrighting the unpublished piece of work once the teachers evaluated the Guide. In December, 1979 An Instructional Guide for Teachers of Gifted Children with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6 was sent to the Library of Congress for copyrights (Appendix H);

2. provided free consultation services for any teacher desiring assistance or help during the implementation period. Only four teachers telephoned the writer for an explanation of S.P.A.N.I.S.H. Three teachers requested additional Guides and teacher #4 requested that the writer assist in the pronounciation of some words;

3. sent a supplemental sheet covering Questions 1, 2, 3, 4, and 5D for posttesting of the Questionnaire. To compare the pretest with the posttest, it was necessary to send this sheet at the end of the sixth week since it was excluded from the posttest instrument (Appendix C);

4. selected three educators to evaluate the Guide. The writer included their impression of the Guide in this Practicum (Appendix E);

5. contacted the South Area Exceptional Education Program Supervisor to explain what schools in the south area were participating in the evaluation. The south area supervisor informed the writer that the program monitor of the area had distributed additional copies to the schools without Guides. Note: These teachers of gifted children were excluded from evaluating the Guide since the 45 teachers had already begun using the lessons. Also, the summary of responses had already been compiled and tabulated for the pretest, then the posttest.

It was necessary to deviate from the original plans in several ways:

1. The major difficulty encountered during the implementation phase was the unavailability of total enrollments of Broward County Schools in the north, south, north central, and south central areas for two different time periods: the months of August-September and October-November. Nevertheless, the data was received in November.

2. In compiling the data, it was necessary to set up additional tables entitled Gifted Profiles of Broward Schools according to area. For the north area, south area, north central area, and south central area, data included total enrollments, number of gifted children and the 90 gifted throughout the County at the elementary, middle, and high school level, from August to November, after FTE reports were completed.

Another table had to be compiled that provided data at the district level to conclude the Gifted Profiles of all Broward County Schools (Appendix G).

3. The sample of at least 300 gifted children (as stated in Proposal III--Objective 3), from a population of kindergarteners through sixth graders, increased from 701 (pretest data) to 800+ (posttest data) (Table 3). After receiving the pretest instrument from the teachers interested in evaluating the Guide, it was necessary to revise Questions 2, 4, and 5D for the Supplemental Sheet to Posttesting the Questionnaire (Appendix C).

4. Question 8 (on the pretest) was difficult to interpret for Objective 2. So, the writer excluded this question from the Objective section in this Practicum to be evaluated on the supplemental sheet. No percentages were given for provisions already made for the gifted children in the schools taking part in the evaluation. The writer felt that there were so many provisions rendered to children as stated by elementary and/or middle school teachers that percentages were unnecessary (Table 7).

CHAPTER V: RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results of Tables 1A and 1B

From Tables 1A and 1B, a composition of the contributions made by gifted programs to the total school enrollment can be seen. Essentially, of the 133,559 students enrolled in schools during the August to September, 1979 period, 3,608, or 2.7%, were identified as gifted (Table 1A). Posttest data (Table 1B) indicates that during the October to November, 1979 period, of the 134,245 children enrolled in the school system, 3,833, or 2.9%, were identified as gifted.

The tables also provide data of the Broward Public Schools by geographical areas, as well as by grade levels (elementary [K-5], middle [6-8], and high [9-12] schools), and the percentages of gifted students.

Results of Tables 2A, 2B, 2C, 2D, and 2E

The procedures outlined by the writer required, among other things, identifying and committing some number of teachers of the gifted.

Tables 2A through 2E provide data of Broward Public schools by levels in terms of the number of Schools at each level that provide a gifted program, as well as the number

and percentages of schools from which teachers volunteered to participate in the evaluation of the Guide.

Table 2A provides data at the district level.

Table 2B provides data for the South area.

Table 2C provides data for the North area.

Table 2D provides data for the North Central area.

Table 2E provides data for the South Central area.

Of the number of schools in Broward County (141), 127 schools have gifted programs. Of that number, 45, or 62%, volunteered to evaluate the Guide.

Thirty-nine of the available K-5 schools were selected; and, six of the available 6-8 schools that have Grade 6 gifted programs were also selected.

On using the district as a unit, 46% of the available K-5 schools and 25% of the available 6-8 schools with Grade 6 gifted classes were selected. This compares with 56% and 33% in the South area; 50% and 29% in the North area; 30% and 17% in the North Central area; and 50% and 13% in the South Central area.

It can be seen in Table 2A that of the 85 available K-5 elementary schools that have gifted programs, 39, or 46% were included in the same, as well as 6, or 25%, of the 6-8 middle schools that offered Grade 6 gifted programs. These district averages can be compared with averages for each of the areas (Tables 2B-2E).

TABLE 1A

GIFTED PROFILE - BROWARD COUNTY SCHOOLS

August - September 1979

	North Area			North Central Area			**South Central Area Including Nova Schools			South Area			District	
	*Total Enrollment	Number Gifted	% Gifted	*Total Enrollment	Number Gifted	% Gifted	*Total Enrollment	Number Gifted	% Gifted	*Total Enrollment	Number Gifted	% Gifted	# Gifted / Total Enrollment	% Gifted
Elementary	18,268	659	3.6	13,971	288	2.1	13,739	338	2.5	12,839	252	2.0	1,537 / 58,817	2.6
Middle	9,762	523	5.4	7,014	227	3.2	8,468	308	3.6	6,358	176	2.8	1,283 / 31,602	4.1
High	12,755	291	2.3	11,171	63	.6	11,513	422	3.7	7,701	61	.8	837 / 43,140	1.9
Totals *	40,785	1,473	3.6	32,156	578	1.8	33,720	1,068	3.1	26,898	489	1.8	3,608 / 133,559	2.7
Special Centers	349			235			283			190			1,057	
Grand Totals	41,134			32,391			34,003			27,088			134,616	

* Total Enrollments do not include students in Special Centers.

** South Central data includes Nova students.

TABLE 1B

GIFTED PROFILE - BROWARD COUNTY SCHOOLS

October - November 1979

	North Area			North Central Area			**South Central Area Including Nova Schools			South Area			District	
	*Total Enrollment	Number Gifted	% Gifted	*Total Enrollment	Number Gifted	% Gifted	*Total Enrollment	Number Gifted	% Gifted	*Total Enrollment	Number Gifted	% Gifted	# Gifted / Total Enrollment	% Gifted
Elementary	18,429	705	3.8	13,978	306	2.2	11,503	412	3.6	13,023	273	2.1	1,696 / 56,933	3.0
Middle	9,761	534	5.5	7,241	236	3.3	8,508	339	3.9	6,402	174	2.7	1,283 / 31,912	4.0
High	12,757	280	2.2	11,088	63	.6	13,873	449	3.2	7,682	62	.8	854 / 45,400	1.9
Totals *	40,947	1,519	3.7	32,307	605	1.9	33,884	1,200	3.5	27,107	509	1.9	3,833 / 134,245	2.9
Special Centers	411			189			570			197			1,367	
Grand Totals	41,358			32,496			34,454			27,304			135,612	

* Total Enrollments do not include students in Special Centers.

** South Central Area data includes Nova students.

TABLE 2A

Schools and Gifted Programs

Total District

UNIT: District

School Levels	Number of Schools	Number of Gifted Programs	Number Selected	% Selected
K-5	94	85	39	46%
6-8	27	24	6	25%
9-12	20	18	0	0
TOTALS	141	127	45	35%

TABLE 2B

Schools and Gifted Programs

By Area

UNIT: South Area

School Levels	Number of Schools	Number of Gifted Programs	Number Selected	% Selected
K-5	21	16	9	56%
6-8	6	6	2	33%
9-12	4	3	0	0
TOTALS	31	25	11	44%

TABLE 2C

UNIT: North Area

School Levels	Number of Schools	Number of Gifted Programs	Number Selected	% Selected
K-5	28	28	14	50%
6-8	7	7	2	29%
9-12	6	6	0	0
TOTALS	41	41	16	39%

TABLE 2D

UNIT: North Central Area

School Levels	Number of Schools	Number of Gifted Programs	Number Selected	% Selected
K-5	22	23	7	30%
6-8	6	6	1	17%
9-12	5	5	0	0
TOTALS	33	34	8	24%

TABLE 2E

UNIT: South Central Area

School Levels	Number of Schools	Number of Gifted Programs	Number Selected	% Selected
K-5	23	18	9	50%
6-8	8	8	1	13%
9-12	5	4	0	0
TOTALS	36	30	10	33%

Results of Tables 3 through 17

An Instructional Guide for Teachers of Gifted Children with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6 was compiled and arranged (1979). A total of 45 teachers of gifted children were trained to instruct basic Spanish to gifted children in the primary and intermediate grades.

Data collected as a result of administering pre-post-test instruments was recorded, averaged, and converted to percentages (Appendices B and C). The data results from both questionnaires (Tables 3-15) were determined. The rating scale (Appendix D) includes arithmetic mean table, then the percentages of responses for the teacher's observations of the children who studied and participated in the Spanish lessons and activities (Table 16).

The rating scale for gifted children K-6 labeled "Teacher Evaluation" includes the following statements:

1. The gifted children understood, orally, very simple Spanish on familiar topics.

2. The gifted children remained on task for a minimum of 15 minutes.

3. The gifted children appeared interested in learning the Spanish language.

4. The gifted children mastered language drills of the Spanish alphabet, days of the week, months of the year, and the numbers.

5. The gifted children increased their reading and writing skills in Spanish within an easy vocabulary range (Tables 16 and 17).

Table 3 presents Pre-Posttest Data on the Composition of Sample:

Question 1 was to indicate each teacher's, of gifted, position. In Table 3, it can be seen that 45 teachers of gifted children identified their present position(s) in Broward County Gifted Program as follows:

Pretest Data	Position	Posttest Data
25	Part-time Teachers of Gifted	26
18	Full-time Teachers of Gifted	17
2	Guidance Counselors	2

Question 2 was, "What grade level(s) do you teach?" In Table 3, it can be seen that 45 teachers of the gifted listed 13 different combinations of grade levels taught. Each individual fell into one of the following combined grade levels: K-5, K-2, K-3, 1-5, 1-4, 1-3, 2-5, 2-3, 2 and 5, 3-5, 3-4, 4-5, and 6-8.

Question 3 was, "If you are (were) a regular teacher, do (would) you have gifted children mainstreamed into your class?" In Table 3, it can be seen that in the Pretest Data, there were no responses to the question. Nevertheless, in the Posttest Data, a Grade 6 teacher of the gifted indicated that five students are (were) mainstreamed into a regular class.

TABLE 3

Composition of Sample

Questions 1, 2, 3, 4, and 5D

Pretest Data						Posttest Data				
A_1	B_1	C_1	D_1	E_1		A_2	B_2	C_2	D_2	E_2
K - 5	5	4 PT 1 FT	30	0		K - 5	5	4 PT 1 FT	52	0
K - 2	1	1 FT	10	0		K - 2	1	1 FT	10	0
K - 3	1	1 PT	10	0		K - 3	1	1 PT	12	0
1 - 5	10	6 FT 4 PT	235	0		1 - 5	10	6 FT 4 PT	250	0
1 - 4	1	1 FT	38	0		1 - 4	1	1 FT	40	0
1 - 3	1	1 FT	30	0		1 - 3	1	1 FT	35	0
2 - 5	7	4 FT 3 PT	73	0		2 - 5	6	3 FT 3 PT	80	0
2 - 3	3	2 FT 1 PT	65	0		2 - 3	3	2 FT 1 PT	75	0
2 & 5	1	1 PT	10	0		2 & 5	1	1 PT	10	0
3 - 5	5	4 PT 1 GC	77	0		3 - 5	5	4 PT 1 GC	88	0
3 - 4	2	2 PT	8	0		3 - 4	2	2 PT	10	0
4 - 5	3	1 FT 1 PT 1 GC	55	0		4 - 5	3	1 FT 1 PT 1 GC	65	0
6	5	1 FT 4 PT	60	0		6	6	1 FT 5 PT	81	5
TOTALS	45	45	701	0		TOTALS	45	45	808	5

KEY: A = Grade Levels
B = Number of Teachers Participating in the Evaluation
C = Types of Position(s) = PT - Part-time, FT - Full-time, GC - Guidance Counselor
D = Number of Gifted Children
E = Gifted Children Mainstreamed into a Class

Question 4 was, "How many gifted children will (did) you teach this year?" In Table 3, it can be seen that Pretest Data indicates 701 gifted children, while Posttest Data indicates 808 gifted children identified in the 45 schools participating in the evaluation.

Question 5D was, "What grade levels would you be willing to use an instructional guide with your gifted children, if additional teaching materials are (were) provided?" In Table 3, it can be seen that 45 teachers identified the following grade levels they would be willing to use the Guide with, if teaching materials are (were) provided: K-5, K-2, K-3, 1-5, 1-4, 1-3, 2-5, 2-3, 2 and 5, 3-5, 3-4, 4-5, and 6.

As can be seen, Table 3 provides grade levels in terms of the number of teachers participating in the evaluation, the grade levels taught by the teachers, types of positions, the number of gifted children, and those mainstreamed in a regular class.

Table 4 represents a pre-post comparison of responses to Question 5. Of the 45 respondents who answered the question, 45 (100%) circled "Yes" (Pretest), while 44 answered "Yes" to the question when Posttesting the questionnaire.

Table 5 represents a pre-post comparison of responses to Question 6. Of the respondents who answered the question,

TABLE 4

Pre-Post Comparison of Responses

to Question 5:

"Would (did) you use the Instructional Guide in Spanish with your gifted children since instruction was provided?"

	Pretest	Posttest
Yes	45	44**
No	0	0
	N = 45	N = 44

** One teacher of gifted did not respond.

TABLE 5

Pre-Post Comparison of Responses

to Question 6:

"Would (were) you able to increase your understanding of Spanish?"

	Pretest	Postest
Yes	44*	41**
No	0	1
	N = 44	N = 42

* One teacher of gifted did not respond.

** Three teachers of gifted did not respond.

44 circled "Yes" when Pretesting the questionnaire, while 41 answered "Yes" when Posttesting the questionnaire. There was only one "No" response.

Table 6 represents a pre-post comparison of responses to Question 7. There were 41 respondents who answered in the affirmative, while 4 did not respond when Pretesting the questionnaire. When Posttesting the questionnaire, a total of 43 respondents answered the question, "Yes." Only 2 did not respond to the question.

Table 7 presents a pre-post comparison of responses to Question 8. This table indicates the provisions already made for gifted children by 45 teachers in 45 Broward County Schools. As can be seen, the sum totals were reported for Pre-Posttesting the questionnaires as follows:

Pretest		Posttest
32	Enrichment	40
3	Ungraded Program	3
13	Special Classes	13
4	Mainstreaming	4
7	Acceleration	7
4	Spanish Tutoring/Language Study	40
31	Resource Program	29
2	Other (Special Projects)	2

TABLE 6

Pre-Post Comparison of Responses

to Question 7:

"Would (did) you use common expressions after receiving specific instructions on how to pronounce words in Spanish?"

	Pretest	Posttest
Yes	41*	43**
No	0	0
	N = 41	N = 43

* 2 teachers of gifted did not respond.

1 teacher responded "probably if children did not reject it."

1 teacher responded "don't know."

** 2 teachers of gifted did not respond.

TABLE 7

Pre-Post Comparison of Responses

to Question 8:

"What provisions have already been made for

the gifted children in your school?"

	Pretest									Posttest							
GRADE LEVEL	A	B	C	D	E	F	G	H		A	B	C	D	E	F	G	H
K - 5	2	-	2	1	3	-	5	-		2	-	2	1	3	4	5	-
K - 2	1	-	-	-	-	-	1	-		1	-	-	-	-	1	1	-
K - 3	-	-	1	-	-	-	-	-		-	-	1	-	-	1	-	-
1 - 5	8	-	1	-	1	2	9	-		9	-	1	-	1	8	9	-
1 - 4	-	-	-	-	-	-	1	-		-	-	-	-	-	1	1	-
1 - 3	1	-	-	-	-	-	1	-		1	-	-	-	-	1	1	-
2 - 5	7	2	5	2	3	1	4	-		8	2	5	2	3	6	-	-
2 - 3	2	-	-	-	-	-	3	-		7	-	-	-	-	2	3	-
2 & 5	1	-	-	-	-	-	1	-		1	-	-	-	-	1	1	-
3 - 5	5	-	-	-	-	1	3	-		5	-	-	-	-	5	4	-
3 - 4	1	-	-	-	-	-	-	-		1	-	-	-	-	1	-	-
4 - 5	-	-	3	-	-	-	-	-		-	-	3	-	-	3	-	-
6	4	1	1	1	-	-	3	2		5	1	1	1	-	6	4	2
TOTALS	32	3	13	4	7	4	31	2		40	3	13	4	7	40	28	2

KEY:
A = Enrichment
B = Ungraded Program
C = Special Classes
D = Mainstreaming
E = Acceleration
F = Spanish Tutoring & Language Study
G = Resource Program
H = Other (Special Projects)

Table 8 represents a pre-post comparison of responses to Question 9. There was 43 respondents that answered "Yes" with only two teachers who did not respond when Pretesting the questionnaire. Of the 45 teachers of the gifted who answered the question, 45 (100%) circled "Yes" when Post-testing the questionnaire.

Table 9 represents a Pre-Posttest comparison of responses to Question 10. Forty-four respondents answered with a "Yes" response, while one teacher responded "probably" if the gifted were given activities related to language or culture during the Pretesting of the questionnaire. For the Posttesting, 41 respondents answered "Yes" and only one responded "No." Three respondents did not respond when asked the question.

Table 10 represents a pre-post comparison of responses to Question 11. It can be seen that over half of the teachers of gifted children selected the eclectic method as "the method" used in the guide to introduce Spanish. Nevertheless, other methods were selected as well. Table 10 also indicated the numbers and percentages of the other method(s) teachers thought were used in the guide to introduce Spanish.

Table 11A represents a pre-post comparison of responses to Question 12. Of the 45 teachers of gifted children who answered the question, 45 (100%) circled "Yes" (Pretest), while 44 answered "Yes" (Posttest), and only one "No" response.

TABLE 8

Pre-Post Comparison of Responses

to Question 9:

"Would a clear understanding of the

Spanish language and Spanish-speaking

people be of interest to you?"

	Pretest	Posttest
Yes	43*	45
No	0	0
	N = 43	N = 45

* Two teachers of the gifted did not respond.

TABLE 9

Pre-Post Comparison of Responses

to Question 10:

"Would you enrich the curriculum by incorporating

any of Spanish activities into your gifted program?"

	Pretest	Posttest
Yes	44*	41**
No	0	1
	N = 44	N = 42

* One teacher of the gifted responded "probably, if the gifted children were given activities related to language or culture."

** Three teachers of gifted did not respond.

TABLE 10

Pre-Post Comparison of Responses

to Question 11:

"What methods would (did) you think were

used in this Guide to introduce Spanish?"

Pretest Frequency			Posttest Frequency	
Numbers	Percentages	Methods	Numbers	Percentages
22	30.6%	Inductive/Conversational	10	17.2%
5	7.0%	Direct Reading Method	2	3.4%
10	13.9%	Conversational Only	5	8.6%
2	2.8%	Grammar Method	1	1.7%
24	33.3%	Eclectic Method	34	58.6%
5	7.0%	Undecided	1	1.7%
2	2.8%	No Preference*	4	6.7%
2	2.8%	Other	0	0%
0	0%	Audiolingual	1	1.7%
TOTALS 72	100.2%**		58	99.6%

* No preference, but the best method.

** Total percentage does not reflect 100% as percentages were rounded to the nearest tenth.

TABLE 11A

Pre-Post Comparison of Responses

to Question 12:

"Can (did) the study of Spanish provide a pleasant and enjoyable experience for gifted children?"

	Pretest	Posttest
Yes	45	44
No	0	1
	N = 45	N = 45

Content Analysis of the responses to Question 12C can first be seen in Table 11B. The other responses to Question 12C involved setting up another table (Appendix F). Question 12C generated 45 responses indicated in 7 major categories. It can be seen that 11 respondents, or 24%, indicated, when Pretesting the questionnaire, that Spanish could provide a pleasant and enjoyable experience because it is (was) easy, new, different, concise, diversifed, or interesting. When Posttesting the questionnaire, 15 respondents, or 33%, indicated Spanish was easy, new, different, or interesting as well. It should also be noted that 34 respondents, or 86%, for the Pretest, and 42 respondents, or 93%, for the Posttest indicated other ways the study of Spanish could (did) provide a pleasant and enjoyable experience for gifted children.

Table 12 represents a pre-post comparison of responses to Question 13. Of the respondents answering "Yes or No" when Pretesting the questionnaire, 40 answered in the affirmative, with only 2 "No" responses. From 3 of the teachers of gifted, 1 responded 1/6-1/8 of the program, 1 did not respond, and 1 stated it was questionable.

Of the respondents answering "Yes or No" when Posttesting the questionnaire, 39 answered in the affirmative, with only 1 "No" response. Five teachers of the gifted did not respond.

TABLE 11B

Pre-Post Comparison of Responses

to Question 12C

"In what ways can (did) the study of Spanish provide a pleasant and enjoyable experience for gifted children?"

Pretest Data			Posttest Data	
Number of Responses	Percentages	Responses	Number of Responses	Percentages
10	22%	Promotes language and cultural enrichment.	9	20%
11	24%	Easy, new, different, concise, diversified, or interesting.	15	33%
4	9%	Challenges them and stimulates learning.	5	11%
5	11%	Provides broadening experiences or broadens the horizons.	5	11%
4	9%	Relieves prejudices and enhances greater understanding of others.	2	4%
5	11%	Educationally sound to expose children to other cultures.	6	14%
11	24%	No Remarks*	3	7%
TOTALS 45	100%		45	100%

* Teachers of gifted who did not respond.

TABLE 12

Pre-Post Comparison of Responses

to Question 13:

"Would you make Spanish an integral part of the gifted program if lessons were available for foreign language study?"

	Pretest	Posttest
Yes	40*	39
No	2	1
	N = 42	N = 40

* One teacher responded 1/6-1/8 of the gifted program
One teacher of the gifted did not respond
One teacher stated it was questionable (?)

** Five teachers of the gifted did not respond

Table 13 represents a pre-post composition of responses to Question 14. Of the respondents answering "Yes" to the question, 42 answered in the affirmative when Pretesting the questionnaire. Two respondents generated "it was questionable," and one responded, "only after tried" would the instructional Guide, if it proves (proved) to be useful, be used in the gifted program. It should be noted that 45 (100%) circled "Yes" when Posttesting the questionnaire.

Table 14 represents a pre-post composition of responses to Question 15. Of the respondents answering "Yes or No" questions, 43 answered in the affirmative, with only one "No" response when Pretesting the questionnaire, 39 answered in the affirmative and 6 respondents generated a "No" response.

Table 15 represents a pre-post comparison of responses to Question 16. Of the 45 teachers of gifted children who answered the question, 45 (100%) circled "Yes" when Pretesting the questionnaire, while 44 answered "Yes" to the question, "Did you show an interest in the Spanish language?"

In order to evaluate teachers' observation of gifted children's participation using Spanish lessons and/or activities taken from the Instructional Guide, the Arithmetic Mean Table (Table 16) was compiled, with each teacher's response, which shows mean scores of teacher ratings of the gifted children learning the Spanish language.

TABLE 13

Pre-Post Comparison of Responses

to Question 14:

"Would you recommend other teachers of the gifted use the Instructional Guide if it proves to be useful to you in your gifted program?"

	Pretest	Posttest
Yes	42*	45
No	0	0
	N = 42	N = 45

* Two teachers of the gifted responded that the value of the guide is questionable (?) (Pretest)

One teacher of the gifted responded only after tried

TABLE 14

Pre-Post Comparison of Responses

to Question 15:

"Would (did) you allow the gifted children enough time to study any of the Spanish lessons included in the Instructional Guide?"

	Pretest	Posttest
Yes	43*	39
No	1	6
	N = 44	N = 45

* One teacher of the gifted did not respond.

TABLE 15

Pre-Post Comparison of Responses

to Question 16:

"Would (did) you show an interest in the

Spanish language?"

	Pretest	Posttest
Yes	45	44**
No	0	0
	N = 45	N = 44

** One teacher of gifted did not respond.

TABLE 16

Arithmetic Mean Table

Teacher Observation - Teacher Ratings

STATEMENT ITEMS	1	2	3	4	5*	6	7	8	9*	10	11*	12	13	14	15	16	17*	18	19	20	21*	22	23
One	3	3	3	4	-	3	3	3	-	3	-	4	3	2	4	2	-	3	3	3	-	3	4
Two	4	4	3	4	-	3	4	4	-	4	-	4	2	4	3	4	-	4	4	4	-	4	4
Three	3	4	3	3	-	4	4	4	-	3	-	4	4	4	3	2	-	4	4	3	-	4	4
Four	4	3	4	4	-	4	4	3	-	4	-	4	3	4	3	4	-	4	4	4	-	4	4
Five	3	4	3	3	-	4	4	4	-	4	-	4	3	4	3	3	-	4	4	4	-	4	4

STATEMENT ITEMS	24	25	26	27	28*	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	$\bar{X}$
One	2	3	3	3	-	4	3	3	3	3	4	3	3	3	4	2	4	3	3	3	3	4	3.1
Two	3	3	4	4	-	4	3	3	4	3	2	4	4	4	3	4	3	4	3	4	4	3	3.6
Three	4	4	4	4	-	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	3.7
Four	3	3	3	3	-	4	4	4	4	4	2	4	4	3	4	3	4	4	4	4	4	4	3.7
Five	3	3	4	4	-	4	4	4	4	4	2	4	4	3	3	3	3	4	4	4	3	-	3.6

Key for Teacher Responses

1 = Seldom or Never 2 = Occasionally 3 = Frequently 4 = Almost Always

* Teachers who did not respond to any or all statement items.

Teachers' Evaluation of
Gifted Children K-6

Data results indicate teachers' evaluation of how well the children were provided with instruction, how often the children participated, how the children appeared interested in learning the Spanish language, how well the children mastered language drills, and how well the children increased their reading/writing skills in Spanish. Table 17 indicates the results from the stated items on the rating scale for gifted children.

In order to evaluate teachers' observation of gifted children's participation using the Spanish lessons and/or activities taken from the Instructional Guide, the writer compiled statement items listed on the Teacher Evaluation Form, Rating Scale for Gifted Children K-6.

Summary of Responses

Statement 1. Of the respondents stating "Almost Always," 9 (23%) answered that gifted children understood very simple Spanish on familiar topics. Of the respondents stating "Frequently," 26 (66.6%); only 4 (10.2%) answered "Occasionally" that gifted children actually understood very simple Spanish on familiar topics.

Statement 2. Of the respondents stating "Almost Always," 25 (64.1%) answered that gifted children remained on task for a minimum of 15 minutes. Only 12 respondents

(30.7%) stated "Frequently" that the gifted remained on task, while only 2 (5.1%) stated that gifted children occasionally remained on task for a minimum of 15 minutes.

Statement 3. Thirty teachers of gifted, with a total of 30 responses, stated "Almost Always" (76.9%) that gifted children appeared interested in learning the Spanish language. Only 8 (20.5%) answered "Frequently" and 1 (2.5%) answered "Occasionally" that gifted children appeared interested in learning the Spanish language.

Statement 4. Of the respondents stating "Almost Always," 28 (71.7%) stated that gifted children mastered language drills of the Spanish alphabet, days of the week, months of the year, and the numbers. Of the respondents stating "Frequently," 9 (23%) and 2 (5.1%) indicated "Occasionally" gifted children mastered language drills of the Spanish alphabet, days of the week, months of the year, and the numbers.

Statement 5. Twenty-four teachers, with a total of 24 responses (63.1%), state "Almost Always" that gifted children increased their reading and writing skills in Spanish within an easy vocabulary range. Only 13 (34.2%) answered "Frequently" and 1 (2.6%) indicated that "Occasionally" gifted children increased their reading and writing skills in Spanish.

TABLE 17

Teacher Responses

Statements	Teacher Responses					Percentages of Responses				
	SN	O	F	AA	Total # of Responses	SN	O	F	AA	Sum Total of All Responses
1. Understood simple Spanish.		4	26	9	39		10.2%	66.6%	23.0%	99.8%
2. Remained on task.		2	12	25	39		5.1%	30.7%	64.1%	99.9%
3. Appeared interested in learning Spanish		1	8	30	39		2.5%	20.5%	76.9%	99.9%
4. Mastered language drills.		2	9	28	39		5.1%	23.0%	71.7%	99.8%
5. Increased their reading/writing skills		1	13	24	38		2.6%	34.2%	63.1%	99.9%

Key for Teacher Responses

SN = Seldom or Never O = Occasionally F = Frequently AA = Almost Always

Summary that Addresses

Objectives

Specific Objective 1. An Instructional Guide for Teachers of Gifted Children with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6 was written and copyrighted (Appendix H).

Objective 2. The writer provided 45 teachers of gifted children, grades K-6, with an Instructional Guide with up to 9½ weeks of consultation if the teachers so desired. Since 45 teachers used the Guide, and more than half took advantage of the consultant services, Objective 2 was achieved.

Over 50 percent of the teachers of gifted who used the Guide changed their behavior in the following ways.

The teachers of gifted reported they were able to:

5. Use the Instructional guide in Spanish with their gifted children;

6. increase their understanding of conversational Spanish;

7. use the common expressions for classroom situations;

8. include Spanish instruction or tutoring;

9. understand the Spanish language through the instruction given;

10. enrich the curriculum by incorporating a variety of activities in Spanish;

11. select the method(s) used in the Guide to introduce Spanish;

12. provide a pleasant and enjoyable experience for gifted children;

13. make Spanish an integral part of the gifted program;

14. recommend that other teachers use the Guide;

15. allow the gifted children enough time to study Spanish lessons included in the instructional Guide; and

16. show an interest in the Spanish language.

Based on the data presented in Tables 3 through 15, all objectives were met.

Objective 3. Thirty-nine teachers of the gifted provided instruction in Spanish to over 300 plus gifted children, grades K-6. Of the 45 teachers who used the Guide, at least 39 teachers reported that 593 gifted children participated in using the Spanish lessons and/or activities taken from the instructional Guide. Therefore, this aspect of Objective 3 was satisfied.

As a result of participation, over 50 percent of the gifted children who studied Spanish (as observed by the teachers) frequently:

1. Understood, orally, very simple Spanish on familiar topics;

2. remained on task for a minimum of 15 minutes;

3. appeared interested in learning the Spanish language;

4. mastered language drills of the Spanish alphabet, days of the week, months of the year, and the numbers; and

5. increased reading and writing skills in Spanish within an easy vocabulary range.

Only six teachers of the gifted participating in the evaluation did not return their rating scales to the writer. The above statements are based upon a review of the data in Tables 16 and 17. Therefore, based on the data in Tables 16 and 17, the objectives were still satisfied since over 300 gifted children studied Spanish.

Findings and Conclusions

1. With respect to gifted children in Broward County Public Schools from Tables 1A and 1B, change in the true mean score ($\bar{X}$) rose slightly and that change can be accounted for at the elementary level.

Percentages were stable in the North and South areas.

There was a discernible increase in the South Central area--elementary and middle level--but a decrease at the high school level.

The North area was fairly stable with a slight increase in the South Central area. Pre-posttest data

(Tables 1A and 1B), during the August-September and October-November 1979 period, provide a profile of the Broward County Gifted Programs.

2. Generally speaking, the number of gifted programs in the total district (Table 2A) at the elementary and middle school levels, with the Instructional Guide, was less than half. (This may be attributed to the fact that "less than half" of the teachers of gifted volunteered to evaluate the Guide.)

3. Data presented in Table 2B indicates that over half (56%), in Table 2C half (50%), and in Table 2E half (50%) of these teachers of gifted children volunteered or chose to participate in the evaluation of the Instructional Guide. In the North Central area, the least number of teachers involved in gifted programs at the elementary level, volunteered to evaluate and use the Instructional Guide with gifted children.

4. Composition of Sample (Table 3)

a. Although there was a slight increase of part-time teachers, and a slight decrease of full-time teachers, the teacher population remained stable.

b. All teachers of the gifted participating in the evaluation reported the combined grade levels they were teaching. Significantly more than ten different combinations of grade levels were reported by each teacher individually.

c. Surprisingly, only one teacher of the gifted reported that five of her students were mainstreamed in a regular class, since other individuals reported in Table 7 that their gifted children were mainstreamed in regular classes ranging from Kindergarten, through fifth grade.

d. The number of gifted children increased over 100. This increase is attributed to additional children who were identified as gifted after pretest data had already been compiled.

e. The Pre-Posttest data indicated that no changes were reported in terms of what grade levels teachers of the gifted would be willing to use the instructional Guide with their gifted children.

5. The data suggests that the project accomplished its objectives in the areas of (a) providing an Instructional Guide for Spanish language learning that Broward County Gifted Programs could use in addition to the curriculum guide already written, and (b) encouraging more foreign language study at the elementary level.

In addition to accomplishing the three stated objectives in the proposal, it also seems that the following findings be reported:

6. <u>More</u> Spanish instruction and tutoring was added, along with enrichment and resource programs, as "a means of providing for the gifted" (Table 7).

7. The basic lessons in the guide employ a "common sense" approach to Spanish learning, and an eclectic approach to teaching. This method was combined with inductive/conversational, grammar-translation, and direct (total use of the foreign language, etc.) so that different methods could be used. Teachers of the gifted selected the "eclectic method" as "the most popular method" used to introduce the Spanish lessons throughout the guide (Table 10).

8. Over half of the teachers of gifted children involved in evaluating the guide seemed to follow the instructional plan. Nevertheless, in some cases, only 1, 2, 3, 4, or 5 teachers did not respond to certain questions pertaining to:

a. whether or not the guide would be used;

b. their ability to increase their understanding of Spanish;

c. using common expressions after instruction on "how to pronounce" words in Spanish;

d. understanding the Spanish language and Spanish-speaking people;

e. enriching the curriculum by incorporating Spanish activities into the gifted program;

f. ways the study of Spanish provide(d) a pleasant and enjoyable experience for gifted children;

g. Making Spanish an integral part of the gifted program;

h. recommending that others use the Instructional Guide;

i. allowing enough time to study any of the Spanish lessons included in the Guide; and,

j. showing an interest in the Spanish language. (Tables 4, 5, 6, 8, 9, 11B, 12, 13, 14, and 15)

9. In conclusion, the writer made a first attempt to train teachers of the gifted to instruct basic Spanish at the elementary level. Even though over 50 percent of the teachers involved in the assessment used the Guide, the writer feels that other teachers of gifted would have used the Guide if more time had been allowed to study its contents.

Recommendations

Based on the preceding Practicum statements, the following recommendations are made:

1. Additional Spanish lessons and/or activities for further understanding of the Spanish language.

2. Articulation and coordination of the Guide with other programs in the district needs to be considered.

3. More time could be allowed each gifted child to study any of the Spanish lessons included in the Guide.

4. The writer could develop a similar program for regular students wherein every child at the elementary level could be exposed to foreign language study at least once a week (to be developed in this district, namely Spanish).

5. The writer could train additional teachers to make use of the Guide and encourage them to continue their study of the Spanish language.

6. Stated by one teacher of the gifted involved in the assessment, a series of tapes in Spanish should be made for the practice pronunciation drills found in the Guide.

7. The writer could provide inservice workshops to increase the effectiveness of the program.

8. Teachers could use more audio-visual aids, especially educational television and other teaching machines.

9. The writer recommends that more tutors and language specialists become involved in Spanish language instruction at the elementary level.

Plans for Dissemination

An Instructional Guide for Teachers of the Gifted Children with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6 will be published and made available for use by elementary teachers of gifted children in other school districts.

APPENDIX A

LETTERS TO TEACHERS OF THE GIFTED

1000 Southwest Third Street
Hallandale Middle School
Hallandale, Florida 33009

August 22, 1979

Dear Teacher of the Gifted:

"It has become a matter of national interest to increase the number of Americans who can understand and speak a foreign language." For the past three years, I have been working with gifted students and have developed An Instructional Guide for Teachers of the Gifted with Emphasis on Teaching Spanish in the Primary and Intermediate Grades. Even if you have had little or no experience with teaching a second language, namely Spanish, I think you would be interested in using this guide with the gifted children identified in the gifted program at your school.

If you are interested in this instructional packet with four lessons of supplementary materials for the gifted children you will be teaching this year, kindly fill out the pretest questionnaire enclosed. Return the sheet no later than Spetember 5, 1979, in a pony envelope. You will receive a nine-week instructional guide immediately if you indicate your desire to use the guide and participate in the evaluation of the materials that will begin foreign language study.

I shall continue to write supplementary materials of Spanish lessons for gifted teachers to use with gifted children if you state the guide is good for enriching the curriculum.

I would be happy to answer any questions you might want to ask concerning the information enclosed. Do not hesitate to call me at school (457-0235) or at home (944-7094) after 4:00 P.M.

Thanks for your cooperation.

Yours truly,

Dierdre Satterwhite

Dierdre Satterwhite

1000 S. W. Third Street
Hallandale Middle School
Hallandale, Florida 33009

November 27, 1979

Dear Teacher of the Gifted:

During the period October through November, 1979, you were provided with a draft edition of An Instructional Guide for Teachers of the Gifted with Emphasis on the Teaching of S.P.A.N.I.S.H. I am in the process of finalizing the Guide with six additional lessons and activities also included for future publication.

The draft included Section V--Evaluation Instruments, both a Posttest Instrument, and Rating Scale. Please respond to the forms, making any comments you deem necessary. During the month of December I shall present my findings to four area supervisors of the Broward County Gifted Programs. I would like to include your responses and comments to the questionnaire and rating scale.

I would still be happy to answer any questions concerning the draft sent to your school. My school telephone numbers are (305) 457-0235 from 11:00 A.M. to 11:45 A.M. and (305) 457-0239 from 2:00 P.M. to 2:45 P.M.0.

I am completing my acknowledgement page. The following schools did not send the teachers of the gifted by name: Pompano Beach Elementary, Coral Springs Elementary, Foster Elementary, Colbert Elementary, Lombard Morrow Elementary, No. Lauderdale Elementary, Bethune Elementary, Tropical Elementary, Oakland Park Elementary, Perry Middle, Rogers Middle, Dania Middle, Banyon Elementary, Horizon Elementary, Sander Park Elementary, and McNichol Middle.

Thanks again for your cooperation.

Yours truly,

Dierdre Satterwhite

Dierdre Satterwhite
Teacher of the Gifted

1000 S. W. Third Street
Hallandale Middle School
Hallandale, Florida 33009

November 28, 1979

Dear Teacher of the Gifted:

During the period October through November, 1979 you were provided with a draft edition of An Instructional Guide for Teachers of the Gifted with Emphasis on the Teaching of S.P.A.N.I.S.H. I am in the process of finalizing the Instructional Guide with six additional lessons and activities to be included in my book for future publication.

The draft included Section Code V--Evaluation Instruments, both a Posttest instrument and Rating Scale. Please respond to the posttest form, including any recommendations or comments you might like to make at this time. During the month of December I shall present all of my findings to the four area supervisors of Broward County. I would like to include your responses, comments, and judgements of the questions and the Instructional Guide.

Kindly answer the questions and statements on the Posttest Instrument (found in the Guide sent to you), and the supplemental sheet provided here.

Return the Posttest Instrument, Rating Scale, and/or supplemental sheet by Friday, December 7, 1979.

I would still be happy to answer any questions you might want to ask concerning the Guide sent to you. My school numbers are (305) 457-0235 from 11:00 A.M. to 11:45 A.M. or (305) 457-0239 from 2:00 P.M. to 2:45 P.M.

Thanks again for your cooperation.

Yours truly,

Dierdre Satterwhite

Dierdre Satterwhite
Teacher of Gifted Children

1000 S. W. Third Street
Hallandale Middle School
Hallandale, Florida 33009

TO: TEACHER OF THE GIFTED
SANDERS PARK

FROM: DIERDRE SATTERWHITE

DATE: OCTOBER 5, 1979

Dear Teacher of the Gifted:

I am sending you a personal "Thank You" since your school was excluded from the first draft edition of An Instructional Guide for Teachers of the Gifted with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6. Unfortunately, your pretesting the questionnaire form was received after the deadline date. Nevertheless, if you still plan to participate in the evaluation of the Guide, I would be happy to send you a copy of the revised edition with your school's name included and your name, as well.

In about two weeks another form will be sent to you if you plan on using the Guide for at least six to nine weeks. At that time, I'll know whether or not the Guide has been of some use to you and your gifted children.

Looking forward to corresponding with you again.

Yours truly,

Dierdre Satterwhite

Dierdre Satterwhite
Teacher of the Gifted Children

1000 S. W. Third Street
Hallandale Middle School
Hallandale, Florida 33009

TO: TEACHER OF THE GIFTED
MS. COHEN

FROM: DIERDRE SATTERWHITE

DATE: OCTOBER 5, 1979

Dear Ms. Cohen:

I am sending you a personal "Thank You" since your name was excluded from the first draft edition of An Instructional Guide for Teachers of the Gifted with Emphasis on the Teaching of S.P.A.N.I.S.H. K-6. Unfortunately your pretesting the questionnaire form was received after the deadline date. Nevertheless, if you still plan to participate in the evaluation of the Guide, I would be happy to send you a copy of the revised edition with your name included.

In about two weeks another form will be sent to you if you plan on using the guide, for at least six to nine weeks. At that time, I'll know whether or not the Guide has been of some use to you and your gifted children.

Looking forward to corresponding with you again.

Yours truly,

Dierdre Satterwhite

Dierdre Satterwhite
Teacher of the Gifted Children

APPENDIX B

PRETESTING THE QUESTIONNAIRE

PRETESTING THE QUESTIONNAIRE

Directions for responding. Please respond to the following pretest form of the questionnaire by answering the items below, (encircle the letter that corresponds to your answer). Additional space is being provided for you to make comments about the questionnaire, itself, so that you may indicate whether provisions should be made for certain responses that are not included in the questionnaire and other points that can lead to improving the instrument.

1. Indicate your position.
   a. Self-contained classroom teach of exceptional children.
   b. Full-time gifted teacher.
   c. Part-time gifted teacher.
   d. Other (specify) _____
   _____.
2. What grade level(s) do you teach?
   a. K-3
   b. 4-6
   c. Other grade level(s) if any, (specify) _____
   _____.
3. If you are a regular classroom teacher, do you have gifted children mainstreamed into your class?
   a. Yes.
   b. No.

4. How many gifted children will you be teaching this year?

   a. 1 to 5.

   b. 6 to 10.

   c. 10 or more _____.

5. Would you be willing to use an instructional guide in Spanish with your gifted children if additional teaching materials are provided?

   a. Yes.

   b. No.

   c. If no, why not? _____

   _____.

   d. If yes, with what grade level(s)?

      Kindergarten _____.

      1st Grade _____.

      2nd Grade _____.

      3rd Grade _____.

      4th Grade _____.

      5th Grade _____.

      6th Grade _____.

      Other (specify) _____

      _____.

6. Would you like to increase your understanding of Spanish?

   a. Yes.

   b. No.

7. Would common expressions in Spanish be used for classroom situations if you are given specific instructions and lists on how to teach them?
   a. Yes.
   b. No

8. What provisions have already been made for the gifted children in your school? Circle the appropriate answer(s).
   a. Enrichment.
   b. Ungraded program.
   c. Special classes.
   d. Mainstreaming.
   e. Acceleration.
   f. Spanish tutoring.
   g. Resource program.
   h. Other (specify)_____
   _____.

9. Would a clearer understanding of the Spanish language and Spanish speaking people be of interest to you?
   a. Yes.
   b. No.

10. Would you like to enrich the curriculum by incorporating a variety of Spanish activities into your gifted program?
    a. Yes.
    b. No.

11. What method(s) would you be willing to use if Spanish is introduced?

    a. Inductive and conversational method.

    b. Direct reading method.

    c. Conversational only.

    d. Grammar method.

    e. Eclectic method.

    f. Other (specify) _____

    _____

    _____.

12. Can the study of Spanish provide a pleasant and enjoyable experience for gifted children?

    a. Yes.

    b. No.

    c. If yes, in what ways?_____

    _____

    _____.

    d. If no, in what ways?_____

    _____

    _____.

13. Would you make Spanish an integral part of the gifted program if lessons were available for foreign language study?

    a. Yes.

    b. No.

14. Would you recommend that other teachers of the gifted use the instructional Guide if it proves to be useful to you in your gifted program?

    a. Yes.

    b. No.

15. Would you allow the gifted children at least 15-30 minutes (2 days a week) to study the Spanish lessons included in the instructional Guide provided for you?

    a. Yes.

    b. No.

    c. If no, what time limit would be more suitable?

    _____

    _____.

16. Would you show an interest in the Spanish language?

    a. Yes.

    b. No.

17. Additional Comments/Recommendations:

APPENDIX C

POSTTESTING THE QUESTIONNAIRE

SUPPLEMENTAL SHEET TO

POSTTESTING THE QUESTIONNAIRE

Directions: Answer each question and circle the letter(s) that correspond(s) to your answer(s).

1. Indicate your position.
   a. Self-contained classroom teacher of exceptional children.
   b. Full-time teacher of the gifted.
   c. Parttime teacher of the gifted.
   d. Guidance Counselor or Guidance Director.
   e. Other (specify)_____.
2. What grade level(s) do you teach?
   a. Kindergarten.
   b. 1st Grade.
   c. 2nd Grade.
   d. 3rd Grade.
   e. 4th Grade.
   f. 5th Grade.
   g. 6th Grade.
   h. All of the above except 6th grade.
   i. Other grade level(s) if any_____

_____

3. If you are a regular classroom teacher, do you have gifted children mainstreamed into your class?

   a. Yes.

   b. No.

4. How many gifted children are you teaching? (Exact totals)

   a. Kindergarteners_____.

   b. 1st Graders_____.

   c. 2nd Graders_____.

   d. 3rd Graders_____.

   e. 4th Graders_____.

   f. 5th Graders_____.

   g. 6th Graders_____.

   h. Total number of gifted children being taught _____.

5. What grade (level(s) were you able to use with the Guide since additional teaching materials and activities were provided?

   a. Kindergarteners.

   b. 1st Grade.

   c. 2nd Grade.

   d. 3rd Grade.

   e. 4th Grade.

f. 5th Grade.

g. 6th Grade.

h. All of the above except 6th Grade.

i. Other Grade level(s)_____

_____.

POSTTESTING THE QUESTIONNAIRE

Directions for responding. Each question is accompanied by a number of categories or "yes/no" responses, (encircle the letter that corresponds to your answer), indicating your judgment of the following questions:

5. Did you use the instructional guide in Spanish with your gifted children since instruction was provided?
   a. Yes.
   b. No.
   c. If no, why not?_____
   _____
   _____.

6. Were you able to increase your understanding of Spanish?
   a. Yes.
   b. No.

7. Did you use common expressions for classroom situations after receiving specific instructions on how to pronounce words in Spanish?
   a. Yes.
   b. No.
   c. If no, why not?_____
   _____.

8. What other provisions have been made for the gifted children in your school since the pretesting of the questionnaire?

   a. Enrichment.

   b. Ungraded program.

   c. Special classes.

   d. Mainstreaming.

   e. Acceleration.

   f. Spanish language study and/or tutoring.

   g. Resource program.

   h. Other (specify other projects)

   _____

   _____

   _____.

   Comments.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

9. Were you able to understand the Spanish language through the instructions given?
   a. Yes.
   b. No.
   c. If no, why not?_____
   _____
   _____.

10. Did you enrich the curriculum by incorporating any of the following activities into your gifted program?
   a. Solitary activities--written assignments in Spanish.
   b. Partner activities--special projects.
   c. Group activities--visual aids and oral recitations.
   d. All of the above activities.
   e. None of the above activities.

11. What method did you think was used in this Guide to introduce Spanish?
   a. Direct reading method.
   b. Conversational method.
   d. Eclectic method.
   e. Other/all (specify)_____
   _____
   _____.

12. Did the study of Spanish provide a pleasant and enjoyable experience for your gifted children?

    a. Yes.

    b. No.

    c. If yes, in what way(s)?_____

    _____

    _____.

    d. If no, why not?_____

    _____

    _____.

13. Would you make Spanish instruction an integral part of the gifted program since lessons are now available for foreign language study?

    a. Yes.

    b. No.

14. Would you recommend that other teachers of the gifted use the instructional guide?

    a. Yes.

    b. No.

    c. If yes, why?_____

    _____

    _____.

    d. If no, why not?_____

    _____

    _____.

15. Did you allow the gifted children enough time to study any of the Spanish lessons included in the instructional guide?

a. Yes.

b. No.

c. If yes, please specify._____

_____

_____.

d. If yes, please indicate the time(s) allowed:

1) 10-15 minutes per day,

2) 15-30 minutes per day,

3) 30-45 minutes or more per day,

4) 2 days per week,

5) several minutes every day,

6) other, specify_____

_____.

16. Did you show an interest in the Spanish language?

a. Yes.

b. No.

c. If yes, please explain_____

_____

_____.

d. If no, why not?_____

_____

_____.

17. Additional comments/recommendations:

APPENDIX D

TEACHER'S EVALUATION FORM

RATING SCALE FOR GIFTED CHILDREN K-6

TEACHER'S EVALUATION FORM

RATING SCALE FOR GIFTED CHILDREN K-6

Directions for responding. After each statement there is a rating scale of 1 to 4 where "1" indicates seldom or never, "2" indicates occasionally, "3" indicates frequently, and "4" indicates almost always. Rate each of the following by placing an "X" next to the number which best describes the gifted children.

1. The gifted children understood orally very simple Spanish on familiar topics.

   1._____2._____3._____4._____

2. The gifted children remained on task for a minimum of 15 minutes.

   1._____2._____3._____4._____

3. The gifted children appeared interested in learning the Spanish language.

   1._____2._____3._____4._____

4. The gifted children mastered language drills of the Spanish alphabet, days of the week, months of the year, and the numbers.

   1._____2._____3._____4._____

5. The gifted children increased their reading and writing skills in Spanish within an easy vocabulary range.

   1._____2._____3._____4._____

6. Additional comments and/or suggestions.

APPENDIX E

COMMENTS FROM THE EXPERTS

Form A
9/78

PRACTICUM REVIEW 97

REVIEWER'S DECISION:

NAME D. Satterwhite

XX Approved

DATE 10/10/79 REVIEWER Peterson

____ Addendum Required

DOCUMENT IDENTIFICATION: XX Proposal
____ Report
____ Other

____ Rewrite Required

____ New Topic Required

____ Telephone Review

REMARKS:

Dee:

You have polished your proposal with excellence. Your bibliographic review now is commanding to read and very current. The information you have included about the growth of Dade County's bilingual program (August, 1979) is great and I would like you to "share" a copy of your practicum report with the personnel in Miami's bilingual office when it is complete.

I look forward to perusing your Study Guide upon my return to Florida on October 30. I will use it for my own beginning Spanish review.

Your proposal looks perfect in every respect including the impeccable typing. It was a delight to read it.

I look forward to talking with and seeing you very soon. I hope and am sure your project is proceeding smoothly and rewardingly.

PP

Polly W. Peterson, Ph.D.

She thinks you're the greatest, Dee!

PE

Form A
9/75

PRACTICUM REVIEW

REVIEWER'S DECISION:

✓ Approved - guide

____ Addendum Required

____ Rewrite Required

____ New Topic Required

NAME Dee Satterwhite

DATE 11/14/79 REVIEWER P. Peterson P

DOCUMENT IDENTIFICATION: ____ Proposal
✓ Report
____ Other

____ Telephone Reviewer

REMARKS:

Dee:

Your instructional guide is truly beautifully presented in every way. The format is most attractive and the division of sections by color makes the material appealing as well as easy to use.

I am seriously going to go through it step by step for my own growth in Spanish and also it with my five year old son, David(Spanish pronunciation).

Congratualtions for an innovative, highly needed and useful Spanish guide for young gifted students. I'm sure this guide might be desired by many other school districts following the completion of your practicum. This must be investigated to disseminate your outstanding work!!

I look forward to talking to you soon.

NOVA UNIVERSITY

MEMORANDUM

TO: DEE DATE: 10-17-79

FROM: Polly

SUBJECT: Guide

I am sorry it has taken me so long to respond to your excellent piece of work. The GUIDE is marvelous, Dee. It really is. It is clear, thorough, explicit yet simple, and has all the attractiveness of a professional work. You have outdone yourself. Polly will be delighted. I hope that your efforts to publish and sell it work out for you. Please let me know if I can help in any way.

COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660

Dierdre,

This is truly a beautiful job of comprehensive and superb research, writing, and organization. I think that the realistic needs of the gifted students have not been fully met, since our return to heterogeneous grouping in scheduling. I foresee your work as being a giant step in assisting them in reaching their true potential.

I have lived in south Florida since 1954 and have witnessed not only the tremendous increase in population but the problems of verbal and written communications as well. Your superior efforts should help close the gap between us and our Latin speaking neighbors and avoid the language barrier similar to what is now found between the English and French in the Province of Quebec, Canada.

Then if the high school guidance departments do their job with equal expertise, these students could make meaningful contributions to our society and the world.

Cordially,

Robert R. Schmidlin
Past President 1977-1979
Broward County Florida Chapter
Phi Delta Kappa International

COMMENTS FROM TEACHERS OF THE GIFTED

FROM THE PRE-POSTTEST QUESTIONNAIRES

1. Very excellent Spanish materials.

2. Well planned with easy to understand lessons for the children.

3. Workable, concise.

4. Correct pronunciation of words is most important for hearing sounds. Tapes would be helpful for the students.

5. Well organized; comprehensive.

6. Very good resource Guide.

7. Great Guide.

8. Spanish teacher-parent as resource person is a good idea.

9. This Guide proved to be a good, enriching part of the gifted program.

10. Spanish tutor-volunteers would be helpful.

APPENDIX F

QUESTION TWELVE C:

RESPONDENTS NUMBER

AND

TEACHER OF THE GIFTED RESPONSES

PRE-POSTTEST

Question Twelve C: In what ways can the study of Spanish provide a pleasant and enjoyable experience for gifted children?

Respondent's Number	Teachers of Gifted Responses
1	It's new and difference in curriculum.
2	No remarks.
3	Promotes language and cultural enrichment.
4	It's new and different in curriculum.
5	Promotes language and cultural enrichment.
6	No remarks.
7	Promotes language and cultural enrichment.
8	It's new and different in the curriculum.
9	No remarks.
10	No remarks.
11	No remarks.
12	Promotes language and cultural enrichment.

13	Provides broadening and enriching experiences.
14	It's educationally sound to expose others to Spanish.
15	It challenges them; stimulates learning.
16	No remarks.
17	It challenges them.
18	No remarks.
19	It's easy in some ways to learn; quite helpful for communication.
20	Provides language and cultural enrichment.
21	It's new and interesting to integrate with other activities.
22	No remarks.
23	Promotes language and cultural enrichment.
24	Promotes language and cultural enrichment.
25	It's new and diversified.
26	It's educationally sound.

27	New topics are introduced in Spanish.
28	Adds a new dimension to anyone's life.
29	No remarks.
30	No remarks.
31	Relieves prejudices.
32	It challenges them.
33	No remarks.
34	Provides broadening experiences.
35	Adds a new dimension to anyone's life.
36	Promotes language and cultural enrichment.
37	It's interesting; enhances greater understanding of others.
38	Provides broadening experiences (social, in the humanities).
39	Promotes language and cultural enrichment.
40	Relieves prejudices.

41 It's educationally sound to expose children to other cultures.

42 New topics and activities are introduced and integrated into Spanish.

43 It challenges them.

44 It enhances greater understanding of others; applicable to everyday experiences.

45 Adds a new dimension to anyone's life; breaks a code on new language systems.

SUMMARY OF QUESTION TWELVE C

1. Opens up new areas of study.

   1, 45

2. Promotes language and cultural enrichment.

   3, 5, 7, 12, 20, 23, 24, 35, 36, 39

3. New and different.

   4, 8

4. Applicable to everyday experiences.

   44

5. Broadening experiences (social in the humanities).

   13, 28, 32, 34, 38

6. Relieves prejudices.

   31, 40

7. Educationally sound to expose people to Spanish, other cultures.

   14, 26, 31, 40, 41

8. Easy in some ways.

   19

9. Quite helpful for communication.

   19, 1

10. Very diversified.

    25

11. New topics are introduced.

    27, 42

12. Breaks a code on new language systems.

    45

13. Interesting, can integrate with other activities.

    21, 37, 42

14. Challenges them.

    15, 17, 43

15. Stimulates learning.

    15

16. Enhances greater understanding of others.

    37, 44

17. Adds a new dimension to anyone's life.

    28, 35, 45

18. No remarks.

    2, 6, 9, 10, 11, 16, 17, 22, 29, 30, 33

APPENDIX G

NUMBER OF SCHOOLS, GIFTED PROGRAMS, AND CENTERS INCLUDING TOTALS

STUDENT SCHOOLS AND CENTERS

Number of Schools and Centers

1. 94 elementary schools (K-5);
2. 26 middle schools (6-8);
3. 20 high schools (9-12).
4. 9 Special centers for exceptional students:
   a. North Point
   b. South Side--Cyesis
   c. East Side
   d. Seagull
   e. Exceptional Educational Off Campus
   f. Sunset Learning Center
   g. Bright Horizons
   h. The Quest
   i. Wingate Oaks.

Number of Schools with Gifted Programs

1. 85 elementary schools (K-5);
2. 24 middle schools (6-8);
3. 18 high schools (9-12).

According to Areas

North Area			South Area			North Central			South Central		
K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12	K-5	6-8	9-12
28	7	6	16	6	3	23	6	5	18	9	4

APPENDIX H

AN INSTRUCTIONAL GUIDE FOR TEACHERS OF THE GIFTED WITH EMPHASIS ON THE TEACHING OF S.P.A.N.I.S.H.

The actual guide has not been included in this report due the author's request. It is being considered for publication.